

## Historical Inquiry: The Age of Exploration 1400 to 1600

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>Historical inquiry involves acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support investigations about the past.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>What are the reasons for exploration?</li> <li>How was the world impacted by the age of exploration?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>Perspectives change over time as cultures develop</li> <li>Exploration led to both intended and unintended consequences</li> <li>Reasons for exploration are varied, both in the past and in the present.</li> </ul>
<b>Vocabulary/Content</b>	<ul style="list-style-type: none"> <li><u>Terms:</u> <ul style="list-style-type: none"> <li>Portuguese, English, Dutch, Spanish, French, navigate, technology, expedition, colony, colonization, Northwest Passage, trade, explore, exploration, profit, merchants, Muslim, Christianity, tax, spices, porcelain, silk, voyage, expansion, New France, New Spain, English Colonies</li> </ul> </li> <li>The reasons for exploration include:           <ul style="list-style-type: none"> <li>Political (expansion of power or land)</li> <li>Commercial (trade and searching for valuable goods)</li> <li>Religious (missionaries traveled to spread their religion)</li> <li>Technological (ships, sail, navigation, telescope, maps, weapons)</li> <li></li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>Identify the reasons for exploration</li> <li>Explain how perspectives were formed by historical context.</li> <li>Summarize the impact on people and cultures as a result of exploration.</li> </ul>
<b>Related Maine Learning Results</b>	<p><u>Social Studies</u></p> <p>A. Applications of Social Studies Processes, Knowledge, and Skills</p> <p>A1.a. Identify research questions related to social studies-seeking multiple perspectives from varied sources</p> <p>A 1b. Identify key words and concepts related to research questions making adjustments when necessary</p> <p>A 1c. Locate and access information by using text features.</p> <p>A 2a. Contribute equitably to collaborative discussions, examine alternative ideas, and work cooperatively to share ideas and individually and collaboratively develop a decision or plan</p> <p><u>C Economics</u></p> <p>C 1.Explain that economics includes the study of scarcity which leads to economic choices about what goods and services will be produced , how they will be distributed and for whom they will be produced</p>

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	<p>D. Geography</p> <p>D 1.b Create visual representations of the world, showing a basic understanding of the geographic grid, including the equator and the prime meridian</p> <p>D 1. C Identify the Earth's major geographic features such as continents, oceans, major mountains, and rivers using a variety of geographic tools.</p> <p>E. History</p> <p>E1.a Explain that history includes the study of past human experience based on available evidence from a variety of sources</p> <p>E 1.b Identify various major historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes, in the history of the community, Maine, and the United States.</p>
<b>Related Social Studies Practices</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Chronological reasoning and causation</li> <li><input checked="" type="checkbox"/> Comparison and contextualization</li> <li><input checked="" type="checkbox"/> Geographic reasoning</li> <li><input checked="" type="checkbox"/> Gathering, using and interpreting evidence</li> <li><input checked="" type="checkbox"/> The role of the individual in social and political participation</li> </ul>
<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"> <li>▪ Create a timeline of major explorations studies.</li> <li>▪ Complete a map showing the travels of explorers.</li> <li>▪ Create a graphic organizer for significant contributions of the explorers studied.</li> <li>▪ Generate questions about individuals and groups and how they impacted significant historical changes</li> <li>▪ Prepare a report on a major explorer.</li> <li>▪ Study how European explorers led to the colonization of the Americas.</li> <li>▪ Compare and contrast how different explorers impacted the people and places they visited</li> </ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"> <li>▪ Research and present the discoveries and impact of a specific explorer.</li> <li>▪ Compare and contrast modern and past explorations</li> </ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"> <li>▪ <u>Publications:</u> <ul style="list-style-type: none"> <li>○ <i>America Will Be</i> – Houghton Mifflin</li> <li>○ <i>America's History of Land of Liberty</i> by Vivian Berenstein</li> <li>○ <i>A History of the United States</i> –by Joy Hakim</li> <li>○ <i>Pedro's Journal</i> by Pam Conrad</li> <li>○ <i>Who was Ferdinand Magellan?</i> by Sydelle Kramer</li> <li>○ <i>Christopher Columbus: Admiral of the Ocean Sea</i> by Jim Haskins</li> <li>○ <i>The Story of Henry Hudson Master Explorer</i> by Eric Weiner</li> </ul> </li> </ul>